

# DOCUMENT RESUME

ED 097 672

CS 201 529

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TITLE Preparing Student Teachers: Leftist Trainees for Rightists Camps.  
PUB DATE Mar 74  
NOTE 8p.; Paper presented at the Annual Meeting of the Conference on English Education (12th, Cleveland, March 28-30, 1974); Marginal reproducibility  
EDRS PRICE MF-\$0.75 HC Not Available from EDRS. PLUS POSTAGE  
DESCRIPTORS \*English Education; \*English Instruction; Higher Education; \*Methods Courses; \*Preservice Education; \*Student Teachers; Teacher Education; Teacher Programs; Teaching Methods; Teaching Techniques

## ABSTRACT

One major stumbling block to the development of innovative English teachers lies in the basic design of teacher education programs. Most prospective teachers of English usually take no more than one course which deals explicitly with the methods of teaching English, while 80 to 85 percent of teacher preparation deals with content areas. The content-oriented classes are generally characterized by a limited set of teaching strategies involving lecture, discussion, and recitation. Methods instructors, when faced with the task of preparing prospective teachers in a variety of techniques and approaches, fall into the content trap by resorting to lectures. If the assumption that encountered models have the largest cumulative effect on shaping attitudes has any validity, the prospective teacher needs direct contact with teachers who use a variety of instructional strategies. (RB)

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and, finally, that a value recommendation must be to influence the models of the non-union teacher experience. In all of these cases, but especially in the case of the non-union teacher, the prospective teacher needs to experience

the teacher's role and to develop a teacher's role of teaching strategies. He must also be able to understand the role of the teacher in the school and the

teacher's role in the school. The teacher's role is not a simple one. It is a complex one. It is a role that is not only a part of the school but also a part of the community. The teacher's role is not only a part of the school but also a part of the community.

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understanding of learning concepts. For the most part, prospective teachers of English enter teacher training programs because they love literature and because they want to teach English. Most preservice level teachers have great difficulty in applying non-subject matter specific concepts to subject oriented activities. It is not until they are in the classroom that they begin to understand the learning process in general and start to participate in practice. What I am suggesting here is that much potential level teaching in English can little reference to generalizable applications or concepts regarding the teaching process learned from other fields. I am not going to have a significant number of people who are not willing to accept the concept of skills with content. The only way to do this is to have a very high level of understanding of the content. The only way to do this is to have a very high level of understanding of the content. The only way to do this is to have a very high level of understanding of the content.

the first step in the process of developing a new product is to determine the market for it. This is done by conducting a market survey, which involves asking potential customers a series of questions about their needs and preferences. The results of the survey are then used to develop a product that meets the needs of the market. This process is often repeated several times as the product is refined and improved.



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...not a final step in the overall process, albeit,

the *Journal of Law, Economics, & Organization*. The authors are grateful to participants at the 2004 European Association of Law and Economics conference for helpful comments on the description of the

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1. *Journal of the American Medical Association*, 1997; 277: 1039-1043.

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